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ABSTRACT

This study examined the educational quality and student satisfaction with the undergraduate program in professional management at Nova Southeastern University (Florida). This program focuses on the needs of working adults, and classes are offered evenings and weekends at multiple sites in a distance education format. A survey of nearly all of the professional management students attending class during spring 1997 obtained 454 responses. The survey centered on student satisfaction with the academic program and student services. Overall, respondents indicated that they were generally pleased with their program. Satisfaction was highest for areas related to instruction, program delivery, faculty, and the learning environment. Respondents were less satisfied with the use of technology, library services, financial aid, and counseling. Appended are the survey and tables detailing the study's methodology and findings. (Contains 9 references.) (DB)

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ED 422 779

UNDERGRADUATE STUDENTS ENROLLED IN NOVA SOUTHEASTERN UNIVERSITY'S PROFESSIONAL MANAGEMENT PROGRAM JUDGE THE QUALITY OF THEIR PROGRAM AND STUDENT SERVICES

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Report 97-13

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

EXECUTIVE SUMMARY

Although Nova Southeastern University's charter class of 17 graduate students first enrolled for courses in 1967, undergraduate instruction was not offered at the University until the mid-1970s, when 192 undergraduate students enrolled during Fall Term 1975. The University reported to the National Center for Education Statistics that undergraduate students represented 3,902 students from the University's overall enrollment of 14,951 students during Fall Term 1996.

Undergraduate instruction at the University is offered through two colleges in the Farquhar Center for Undergraduate Studies. The College of Professional and Liberal Studies provides a broad liberal arts program to mostly traditional undergraduate students, with courses typically scheduled during the day. In contrast, classes in the College of Career Development (where the Professional Management Program is placed) are focused on the needs of working adults. Classes are offered in the evening and on weekends in a distance education format.

Although prior assessments of undergraduate instruction and student services had been recently published, these reports were prepared to address the entire Farquhar Center and they did not address issues relating to specific programs. The purpose of this report is to focus exclusively on quality issues for all students in the Professional Management (BPM) Program. To achieve this purpose, a survey of nearly all BPM students attending class in late-April to early-May 1997 was distributed as an in-class activity. The survey centered on student satisfaction with the academic program and student services. There is sufficient information to infer that the responding sample is representative of the population.

Respondents indicated that they were generally pleased with their program. Based on a 1 (Very Dissatisfied) to 5 (Very Satisfied) scale, the summative statement *Overall quality of this academic program* received a mean rating of 4.0 (SD = 0.8). All statements received a median rating of 3 or greater and 53 percent (N = 24 of 45) of all statements received a median rating of 4. Satisfaction was highest for areas related to instruction, program delivery, faculty, and the learning environment.

This study also identified academic and services-related areas that may require additional attention. Respondents were less satisfied with the use of technology, library services, financial aid, and counseling. Although technology-related statements generally received median ratings of 3, the statement *Infusion of information technology into the curricula* received a modal rating of 4, with nearly 70 percent of all participants responding to this statement. It may be useful to further explore the use and applications of technology in the University's undergraduate curriculum.

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BACKGROUND

Undergraduate Enrollment

Nova Southeastern University was founded in 1964 and the charter class of 17 Ph.D. students enrolled for instruction in 1967 (*Nova Southeastern University Fact Book*, 1997). Undergraduate instruction was not offered at the University until the mid-1970s, when 192 undergraduate students first enrolled during Fall Term 1975 (*Nova Southeastern University Fact Book*, 1995). During Fall Term 1996, the University reported to the National Center for Education Statistics that undergraduate students represented 3,902 students from the University's overall enrollment of 14,951 students (*Integrated Postsecondary Education Data System Fall Enrollment Survey 1996, Form EF-1*, 1996):

- Full-time male undergraduate students 747
- Full-time female undergraduate students 1,571
- Part-time male undergraduate students 489
- Part-time female undergraduate students 1,095

Organization of Undergraduate Instruction

Undergraduate instruction at the University is offered through two colleges in the Farquhar Center for Undergraduate Studies:

- The University offers a broad liberal arts program to mostly traditional undergraduate students through the College of Professional and Liberal Studies. Classes in this college are usually offered on the Davie campus during the day.
- In contrast, classes in the College of Career Development are focused on the needs of working adults. Classes are offered in the evening and on weekends at the Davie campus, multiple sites throughout Florida, and at selected locations in the Bahamas, Israel, Jamaica, and Panama (*Directory of Off-Campus Classes*, 1997).

Purpose of This Report

Judgment about undergraduate instruction and concomitant student services at the University had been previously reported in *Graduates of Nova Southeastern University's Undergraduate Programs Tell Us What They Think About Their University Experience* (1996) and *Students in the James M. Farquhar Center for Undergraduate Studies Respond to a Satisfaction Survey: A Comparison Between On-Campus Students and Off-Campus Students* (1996). Although these reports were useful at the center-level, they did not address program-specific issues.

The purpose of this report is to focus exclusively on quality issues as reported by students in the Farquhar Center's Professional Management (BPM) Program. Because of known difficulties with survey return by international students when using regular mailing services, the prior assessments of undergraduate students excluded students attending classes at international locations. However, it should be emphasized that this current study was structured to include students attending classes at international locations as well as students attending classes in Florida.

METHODOLOGY

In February 1997, Research and Planning was first approached about the need for this study. To offer a degree of comparison to findings from the previous reports, it was decided that this study would use a survey instrument that closely paralleled the instruments used in the prior assessments of undergraduate instruction. It was further decided that survey distribution would be accommodated by a near census of all BPM students attending class during Winter Term 1997, with survey distribution structured as an in-class activity.

After a few iterations, the instrument was placed in final form by March 1997. In April 1997, BPM cluster coordinators were provided with instruction on survey distribution and return (Memorandum from Dr. Dana Tesone to BPM Cluster Coordinators; April 21, 1997):

1. Choose a class that has most of the enrolled students present.
2. Read the Purpose of This Survey to the students.
3. Take a count of students completing the survey.
4. Collect all completed surveys.

5. Write the number of respondents, the number of enrolled students, the Cluster Coordinator's name and telephone number on top of one of the completed surveys and attach with paper clip.

6. Return the completed surveys by mail immediately in the envelope enclosed.

Completed survey packages were returned by cluster coordinators to BPM staff who in turn forwarded the entire set of completed surveys and tracking information to Research and Planning. All surveys were received at Research and Planning by July 1997.

RESULTS

Representation of the Responding Sample

There were 1,100 students enrolled in the Farquhar Center's Professional Management Program at the time of survey distribution (*Nova Southeastern University Research and Planning Weekly Enrollment Report*; April 21, 1997). Survey distribution and return by cluster is summarized in Table 1. Based on the information declared by cluster coordinators, the response rate was 74 percent.

After a review of tracking information, it was obvious that in a few cases, distribution and collection processes were either not practiced correctly or information was not recorded correctly. Accordingly, it is not possible to provide a precise calculation of the responding sample. There are many sources of evidence, however, that the responding sample represents the population:

- As identified in Table 2, females represented 60 percent of all respondents. Based on an analysis of Student Information System data for Calendar Year 1996 students, 59 percent of all BPM students were female.

- Hispanic students represented 18 percent of all respondents (Table 3). Nearly 16 percent of all BPM students in Calendar Year 1996 were Hispanic.

- Although the Professional Management Program is offered throughout Florida and selected international locations, 28.4 percent of all Calendar Year 1996 students attended class either on the University's Davie Campus, East Campus, or at cluster locations throughout South Florida. In turn, 28.7 percent of all respondents indicated that they attended class either on the University's Davie Campus, East Campus, or at cluster locations throughout South Florida (Table 4).

Based on these observations, it is judged that the responding sample is representative of the population and that sample statistics presented in this report reflect all Winter Term 1997 Professional Management students. Further, over 50 percent of all respondents indicated that they had completed nine or more courses at the University (Table 5). Therefore, it is further assumed that these respondents are sufficiently experienced to offer reflective judgment on the quality of the program and student services.

Technology in the Curriculum

A major theme of *Graduates of Nova Southeastern University's Undergraduate Programs Tell Us What They Think About Their University Experience* (1996, p.2) was for the University to determine the competencies of undergraduate students in the basic use of computers. With continued interest in this theme, survey participants were asked to identify the various forms of educational technology used in their courses.

As reported by students (Table 6), technology is not pervasive in the Professional Management Program. The World Wide Web was marked by 28.0 percent of all respondents, the University's Electronic Library was marked by 23.3 percent, and electronic mail was marked by 15.0 percent. All other selections were marked by less than ten percent of all respondents.

Options for University Attendance

Respondents were also asked to select against a long list of various reasons why they chose to attend the University. In parity with responses from other segments of the University's student body, the three leading responses (Table 7) were:

- Convenience ..... 69.4 percent
- Location ..... 54.8 percent
- Type of Programs Available ..... 48.5 percent

Respondents were also asked to indicate their academic options if they had <u>not</u> attended the University (Table 8). Over 60 percent of all respondents indicated that they would attend a college or university. As an indication that students in the Professional Management Program are motivated to pursue their undergraduate degree, only 7.9 percent of all respondents selected the statement "Not attend a college or university."

Quality Indicators Related to Academic Programs and Student Services

Statistics on satisfaction with academic programs and student services are summarized in Table 9. Measures of central tendency are based on a 1 (Very Dissatisfied) to 5 (Very Satisfied) scale. All statements received a median rating of 3 or greater and 53 percent (N = 24 of 45) of all statements received a median rating of 4. Mean ratings ranged from 3.0 (*Availability of computing resources, Adequacy of computing resources, Provisions for training in the use of technology, Counseling and career development*) to 4.2 (*Opportunity for intellectual growth*). The summative statement *Overall quality of this academic program* received a Mean rating of 4.0 (SD = 0.8).

SUMMARY

Based on the judgment that the responding sample is representative of the population, this study provided evidence that students are generally pleased with the quality of the University's undergraduate Professional Management Program. Key statements that support this position include:

- Instructional methods ..... Mean = 3.9
- Delivery system ..... Mean = 3.8
- Competency of the faculty ..... Mean = 3.8
- Quality of the learning environment ..... Mean = 3.9
- Opportunity for intellectual growth ..... Mean = 4.2
- Faculty and student interaction ..... Mean = 4.0
- Opportunity for peer interaction ..... Mean = 4.1

The results of this study also identified areas that may require further attention, including the use of technology, library services, financial aid, and counseling.

Additional measures of central tendency regarding satisfaction with academic program and student services are presented in Table 10, with this sample of Winter Term 1997 BPM students compared to a sample of Winter Term 1996 Farquhar Center students. There is a high degree of similarity between the two samples in regard to satisfaction. The summative statement *Overall*

quality of this academic program received a mean rating of 4.1 (SD = 0.9) from the 1996 Farquhar Center students and a mean rating of 4.0 (SD = 0.8) from the 1997 BPM students.

Although respondents did not offer overly high ratings for statements related to student government and health services, it should be recalled that students in the Professional Management Program are nearly all currently employed adults attending classes in a non-traditional format. Issues such as student government and health services are possibly important to traditional students and subsequently they are addressed in the *Criteria for Accreditation* (1996). However, working adult students in a program using a distance education modality may not see the importance of these issues with the same sense of urgency as the developers of the accreditation criteria.

There are currently 928 students enrolled in the Professional Management Program (Nova Southeastern University Research and Planning Weekly Enrollment Report; September 29, 1997) and enrollment is likely to increase before the end of the 1997 Fall Term. To offer context to this enrollment statistic, the University's undergraduate Professional Management Program is currently larger than over 40 percent of the 324 regionally accredited independent colleges and universities in the 11 states represented by the Southern Association of Colleges and Schools. Moreover, this program is offered in a distance education format to working adults throughout Florida and selected international locations.

Due to the size of this program as well as the complexity of program delivery through distance education modality, it is especially gratifying that students offered such positive ratings of key academic issues, including instruction, faculty, and intellectual growth. Additional attention and resource allocation to technology and library services will further enhance the quality of the Professional Management Program.

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APPENDIX A

Survey

Nova Southeastern University

SURVEY OF STUDENTS

Purpose of This Survey:

As part of a continuous process of evaluation of academic programs and student services, the purpose of this survey is to determine your general level of satisfaction with your experience at the University. Results will be used to help the University provide an improved educational experience for future students.

Survey Methodology:

This survey is to be distributed to all cluster students who attend class sometime between March and May 1997.

SECTION I: DEMOGRAPHIC INFORMATION

Instructions: Check the appropriate response(s) for the following identifiers

Gender: _____ Female _____ Male

Ethnic Group

____ African-American
____ American Indian or Alaskan Native
____ Asian or Pacific Islander
____ Hispanic
____ White
____ Other _____

Where do you attend the majority of your classes?

____ Davie Campus or East Campus
____ Cluster Location in Broward, Dade, Monroe, or Palm Beach County
____ Cluster Location in Another Florida County
____ Cluster Location in Another State
____ Cluster Location in Another Country
____ Other _____

As part of your NSU curriculum, have you used any of the following? *Check all selections that apply.*

____ Audiobridge
____ Compressed Video
____ Electronic Mail
____ Electronic Classroom
____ Electronic Library
____ World Wide Web
____ Other _____

Excluding courses this term, how many courses have you completed in this academic program at the University?

____ 0 courses
____ 1 course
____ 2 courses
____ 3 courses
____ 4 courses
____ 5 courses
____ 6 courses
____ 7 courses
____ 8 courses
____ 9 or more courses

Why did you decide to attend NSU? Check all selections that apply.

____ Academic Reputation
____ Admissions Standards
____ Advice of Counselors and Teachers
____ Availability of Scholarships or Financial Aid
____ Convenience
____ Cost
____ Location
____ Small Class Size
____ Social Atmosphere
____ Type of Programs Available
____ Other _____

If you had not attended NSU, would you have attended:

____ Another private college or university in South Florida
____ Another private college or university in Florida, but not in South Florida
____ A private college or university in another state
____ A state college or university in South Florida
____ A state college or university in Florida, but not in South Florida
____ A state college or university in another state
____ Not attended a college or university

____ Other _____

Please turn to the other side ☛

SECTION II: ACADEMIC PROGRAMS AND STUDENT SERVICES

Please review the following rating scale and then mark or circle your reaction to each statement:

RATING SCALE			
1	Very Dissatisfied	4	Satisfied
2	Dissatisfied	5	Very Satisfied
3	Neutral, Neither Agree nor Disagree	NA	Not Applicable
		U	Unknown or Unable to Answer

1 2 3 4 5 NA U	Clarity of written admission policies
1 2 3 4 5 NA U	Clarity of written policy on transfer of credit from other institutions
1 2 3 4 5 NA U	Clarity of written completion requirements
1 2 3 4 5 NA U	Clarity of written curricular offerings, as identified in program catalog
1 2 3 4 5 NA U	Program orientation
1 2 3 4 5 NA U	Length of the academic program
1 2 3 4 5 NA U	Length of the individual courses
1 2 3 4 5 NA U	Instructional methods
1 2 3 4 5 NA U	Delivery system
1 2 3 4 5 NA U	Course registration activities
1 2 3 4 5 NA U	Published grading policy
1 2 3 4 5 NA U	Interaction with administrative personnel
1 2 3 4 5 NA U	Competency of the faculty
1 2 3 4 5 NA U	Quality of the learning environment
1 2 3 4 5 NA U	Process for assigning students to advisors
1 2 3 4 5 NA U	Quality of advising
1 2 3 4 5 NA U	Applied nature of thesis, practicum, or dissertation
1 2 3 4 5 NA U	Opportunity for intellectual growth
1 2 3 4 5 NA U	Faculty and student interaction
1 2 3 4 5 NA U	Exposure to research scholars
1 2 3 4 5 NA U	Opportunity for peer interaction
1 2 3 4 5 NA U	Clarity of program catalog
1 2 3 4 5 NA U	Correctness of student records (including transcripts)
1 2 3 4 5 NA U	Availability of library and learning resource materials
1 2 3 4 5 NA U	Adequacy of library and learning resource materials
1 2 3 4 5 NA U	Orientation program relative to library services
1 2 3 4 5 NA U	Training in access to information in electronic and other formats
1 2 3 4 5 NA U	Availability of computing resources
1 2 3 4 5 NA U	Adequacy of computing resources
1 2 3 4 5 NA U	Access to information through technology
1 2 3 4 5 NA U	Instructional support services (e.g., educational equipment and specialized facilities such as laboratories, audio visual and duplicating services)
1 2 3 4 5 NA U	Infusion of information technology into the curricula
1 2 3 4 5 NA U	Provisions for training in the use of technology
1 2 3 4 5 NA U	Student development services
1 2 3 4 5 NA U	Counseling and career development
1 2 3 4 5 NA U	Remedial services available
1 2 3 4 5 NA U	Student government opportunities
1 2 3 4 5 NA U	Student behavior policies and procedures
1 2 3 4 5 NA U	Financial aid services
1 2 3 4 5 NA U	Health services
1 2 3 4 5 NA U	Alumni affairs
1 2 3 4 5 NA U	Refund policies when withdrawing from courses
1 2 3 4 5 NA U	Adequacy of physical resources in classrooms
1 2 3 4 5 NA U	Safety and security of classroom buildings and the learning environment
1 2 3 4 5 NA U	Overall quality of this academic program

For tracking purposes only, please list:

_____ The number of this course

_____ Today's date

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APPENDIX B

Tables 1 to 9

Table 1

BPM Survey Return by Cluster

Cluster Location	Cluster Number	Cluster Coordinator	Cluster Enrollment	N Survey Completion	% Survey Completion
Clearwater	81309	Nickels	11	10	91
Davie Campus	81299	Concannon	11	7	64
Fort Lauderdale	81338	Schreiber	25	25	100
Fort Lauderdale	81339	Doan	18	14	78
Fort Lauderdale	81296	Shafer	19	15	79
Fort Lauderdale	81324	Concannon	10	9	90
Fort Lauderdale	81304	Linde	9	9	100
Gainesville	328	Ratcliff	16	9	56
Gainesville	81301	Ratcliff	9	7	78
Hialeah	81298	Olive	18	10	56
Jacksonville	81323	Cusmond	17	7	41
Jacksonville	81344	Harker	19	11	58
Jamaica	81286	Rowe	38	22	58
Jamaica	81332	Rowe	35	30	86

Table 1 (Continued)

BPM Survey Return by Cluster

Cluster Location	Cluster Number	Cluster Coordinator	Cluster Enrollment	N Survey Completion	% Survey Completion
Jamaica	81318	Rowe	35	31	89
Miami	81315	Harmon	17	13	76
Miami	81312	Alfonso	22	19	86
Miami	81313	Alfonso	18	12	67
Miami	81314	Olive	28	10	36
Nassau	81295	Ferguson	21	12	57
Nassau	81333	Ferguson	36	23	64
Nassau	81279	Ferguson	6	6	100
Nassau	81319	Ferguson	19	17	89
Orlando	81303	King	21	16	76
Orlando	81316	King	14	11	79
Orlando	325	Rejons	12	12	100
Panama	32	Castille	24	16	67
Panama	31	Castille	23	23	100
Pensacola	81341	Burmeister	18	16	89
Tampa	81308	Nickels	21	11	52

Table 1 (Continued)

BPM Survey Return by Cluster

Cluster Location	Cluster Number	Cluster Coordinator	Cluster Enrollment	N Survey Completion	% Survey Completion
Tampa	81322	Nickels	21	13	62
Tampa	81337	Nickels	20	8	40
TOTAL			610	454	74

Table 2

Representation of the Responding Sample by Gender

Gender	N	%
Female	273	60.1
Male	174	38.3
Unidentified	7	1.6
Total	454	

Table 3

Representation of the Responding Sample by Ethnic Group

Ethnic Group	N	%
African-American	60	13.2
American Indian or Alaskan Native	3	0.7
Asian or Pacific Islander	8	1.8
Hispanic	80	17.6
White	150	33.0
Other	133	29.3
Unidentified	20	4.4
Total	454	

Table 4

Representation of the Responding Sample by Majority Place of Class Attendance

Majority Place of Class Attendance	N	%
Davie Campus or East Campus	23	5.1
Cluster Location in Broward, Dade, Monroe, or Palm Beach County	107	23.6
Cluster Location in Another Florida County	112	24.7
Cluster Location in Another State	0	0.0
Cluster Location in Another Country	108	23.8
Other	92	20.3
Unidentified	12	2.6
Total	454	

Note. Statistics in Table 4 are self-reported by respondents. In contrast, statistics in Table 1 (BPM Survey Return by Cluster) were gained by review of tracking information provided by Cluster Coordinators.

Table 5

Number of Courses Completed in Current Academic Program

Number of Courses Completed	N	%
0	33	7.3
1	6	1.3
2	21	4.6
3	23	5.1
4	62	13.7
5	9	2.0
6	16	3.5
7	13	2.9
8	35	7.7
9 or more	229	50.4
Unidentified	7	1.5
Total	454	

Table 6

Experience with Various Media as Part of the NSU Curriculum

Medium	N	%
Audiobridge	2	0.4
Compressed Video	16	3.5
Electronic Mail	68	15.0
Electronic Classroom	4	0.9
Electronic Library	106	23.3
World Wide Web	127	28.0
Other	33	7.3

Note. Total will not equal 454 responses since respondents were able to mark multiple, or no, selections.

Table 7

Reasons for Selecting Nova Southeastern University

Selection	N	%
Academic Reputation	143	31.5
Admissions Standards	68	15.0
Advice of Counselors and Teachers	21	4.6
Availability of Scholarships or Financial Aid	37	8.1
Convenience	315	69.4
Cost	38	8.4
Location	249	54.8
Small Class Size	138	30.4
Social Atmosphere	64	14.1
Type of Programs Available	220	48.5
Other	39	8.6

Note. Total will not equal 454 responses since respondents were able to mark multiple, or no, selections.

Table 8

Response to the Statement: "If you had <u>not</u> attended NSU, would you have attended?"

Selection	N	%
Another private college or university in South Florida	95	20.9
A private college or university in Florida, but not in South Florida	31	6.8
A private college or university in another state	22	4.8
A state college or university in South Florida	71	15.6
A state college or university in Florida, but not in South Florida	46	10.1
A state college or university in another state	16	3.5
Not attend a college or university	36	7.9
Other	98	21.6
Unidentified	39	8.6

Table 9

Satisfaction with Quality Indicator Statements Related to Academic Programs and Student Services

Statement	N	% Response	Mode	Median	Mean	SD
Clarity of written admission policies	413	91.0	4	4	3.8	0.8
Clarity of written policy on transfer of credit from other institutions	415	91.4	4	4	3.4	1.1
Clarity of written completion requirements	413	91.0	4	4	3.8	0.9
Clarity of written curricular offerings, as identified in program catalog	397	87.0	4	4	3.8	0.9
Program orientation	408	89.9	4	4	3.7	0.9
Length of the academic program	434	95.6	4	4	4.0	0.8
Length of the individual courses	437	96.2	4	4	4.0	0.9
Instructional methods	435	95.8	4	4	3.9	0.8
Delivery system	408	89.9	4	4	3.8	1.0
Course registration activities	428	94.3	4	4	3.7	1.0
Published grading policy	406	89.4	4	4	3.6	1.1
Interaction with administrative personnel	412	90.7	4	4	3.2	1.2
Competency of the faculty	425	93.6	4	4	3.8	1.0
Quality of the learning environment	433	95.4	4	4	3.9	0.9
Process for assigning students to advisors	340	74.9	4	3	3.2	1.2

Table 9 (Continued)

Satisfaction with Quality Indicator Statements Related to Academic Programs and Student Services

Statement	N	% Response	Mode	Median	Mean	SD
Quality of advising	364	80.2	4	3	3.1	1.2
Applied nature of theses, practicum, or dissertation	251	55.3	4	4	3.7	0.9
Opportunity for intellectual growth	422	93.0	4	4	4.2	0.8
Faculty and student interaction	420	92.5	4	4	4.0	0.9
Exposure to research scholars	285	62.8	3	3	3.3	1.0
Opportunity for peer interaction	411	90.5	4	4	4.1	0.8
Clarity of program catalog	383	84.4	4	4	3.7	0.9
Correctness of student records (including transcripts)	397	87.4	4	4	3.3	1.2
Availability of library and learning resource materials	358	78.9	4	4	3.3	1.2
Adequacy of library and learning resource materials	323	71.1	4	3	3.3	1.1
Orientation program relative to library services	308	67.8	3	3	3.1	1.1
Training in access to information in electronic and other formats	296	65.2	3	3	3.0	1.2
Availability of computing resources	299	65.9	3	3	3.0	1.2
Adequacy of computing resources	288	63.4	3	3	3.0	1.2
Access to information through technology	315	69.4	4	3	3.2	1.2

Table 9 (Continued)

Satisfaction with Quality Indicator Statements Related to Academic Programs and Student Services

Statement	N	% Response	Mode	Median	Mean	SD
Instructional support services (e.g., educational equipment and specialized facilities such as laboratories, audio visual and duplicating services)	305	67.2	4	3	3.2	1.1
Infusion of information technology into the curricula	306	67.4	4	3	3.4	1.0
Provisions for training in the use of technology	272	59.9	3	3	3.0	1.1
Student development services	262	57.7	3	3	3.1	1.0
Counseling and career development	275	60.6	3	3	3.0	1.1
Remedial services available	218	48.0	3	3	3.1	1.0
Student government opportunities	175	38.5	3	3	3.1	1.0
Student behavior policies and procedures	220	48.4	3	3	3.4	0.9
Financial aid services	250	55.1	3	3	3.1	1.2
Health services	154	33.9	3	3	3.1	1.0
Alumni affairs	166	36.6	3	3	3.1	1.0
Refund policies when withdrawing from courses	219	48.2	3	3	3.2	1.0

Table 9 (Continued)

Satisfaction with Quality Indicator Statements Related to Academic Programs and Student Services

Statement	N	% Response	Mode	Median	Mean	SD
Adequacy of physical resources in classrooms	351	77.3	4	4	3.4	1.1
Safety and security of classroom buildings and the learning environment	386	85.0	4	4	3.8	1.0
Overall quality of this academic program	417	91.9	4	4	4.0	0.8

Rating Scale

1	Very Dissatisfied	4	Satisfied
2	Dissatisfied	5	Very Satisfied
3	Neutral, Neither Agree nor Disagree	NA	Not Applicable
		U	Unknown or Unable to Answer

Table 10

Comparison of Winter Term 1996 Farquhar Center for Undergraduate Studies Students to Winter Term 1997 Professional Management Students to Satisfaction with Quality Indicator Statements Related to Academic Programs and Student Services

	1996 Farquhar Center Students			1997 BPM Students		
Statement	**N**	**Mean**	**SD**	**N**	**Mean**	**SD**
Clarity of written admission policies	268	3.9	0.9	413	3.8	0.8
Clarity of written policy on transfer of credit from other institutions	261	3.7	1.1	415	3.4	1.1
Clarity of written completion requirements	263	3.9	0.9	413	3.8	0.9
Clarity of written curricular offerings, as identified in program catalog	264	3.9	0.9	397	3.8	0.9
Program orientation	253	3.8	1.0	408	3.7	0.9
Length of the academic program	270	4.2	0.8	434	4.0	0.8
Length of the individual courses	276	4.3	0.8	437	4.0	0.9
Instructional methods	272	4.1	0.9	435	3.9	0.8
Delivery system	255	3.9	1.0	408	3.8	1.0
Course registration activities	269	3.6	1.2	428	3.7	1.0
Published grading policy	255	3.7	1.1	406	3.6	1.1
Interaction with administrative personnel	270	3.7	1.2	412	3.2	1.2

Table 10 (Continued)

Comparison of Winter Term 1996 Farquhar Center for Undergraduate Studies Students to Winter Term 1997 Professional Management Students to Satisfaction with Quality Indicator Statements Related to Academic Programs and Student Services

	1996 Farquhar Center Students			1997 BPM Students		
Statement	**N**	**Mean**	**SD**	**N**	**Mean**	**SD**
Competency of the faculty	270	4.1	1.0	425	3.8	1.0
Quality of the learning environment	278	4.1	0.9	433	3.9	0.9
Process for assigning students to advisors	225	3.4	1.2	340	3.2	1.2
Quality of advising	251	3.4	1.3	364	3.1	1.2
Applied nature of theses, practicum, or dissertation	148	3.7	0.9	251	3.7	0.9
Opportunity for intellectual growth	268	4.2	0.8	422	4.2	0.8
Faculty and student interaction	270	4.0	1.0	420	4.0	0.9
Exposure to research scholars	199	3.4	1.2	285	3.3	1.0
Opportunity for peer interaction	268	4.2	0.9	411	4.1	0.8
Clarity of program catalog	245	3.8	0.9	383	3.7	0.9
Correctness of student records (including transcripts)	248	3.6	1.2	397	3.3	1.2
Availability of library and learning resource materials	261	3.5	1.3	358	3.3	1.2
Adequacy of library and learning resource materials	253	3.4	1.2	323	3.3	1.1

Table 10 (Continued)

Comparison of Winter Term 1996 Farquhar Center for Undergraduate Studies Students to Winter Term 1997 Professional Management Students to Satisfaction with Quality Indicator Statements Related to Academic Programs and Student Services

	1996 Farquhar Center Students			1997 BPM Students		
Statement	**N**	**Mean**	**SD**	**N**	**Mean**	**SD**
Orientation program relative to library services	243	3.4	1.2	308	3.1	1.1
Training in access to information in electronic and other formats	225	3.2	1.2	296	3.0	1.2
Availability of computing resources	233	3.3	1.3	299	3.0	1.2
Adequacy of computing resources	227	3.3	1.3	288	3.0	1.2
Access to information through technology	236	3.4	1.2	315	3.2	1.2
Infusion of information technology into the curricula	217	3.6	1.0	306	3.4	1.0
Provisions for training in the use of technology	202	3.5	1.1	272	3.0	1.1
Student development services	191	3.4	1.1	262	3.1	1.0
Counseling and career development	207	3.4	1.2	275	3.0	1.1
Remedial services available	164	3.5	1.1	218	3.1	1.0
Student government opportunities	127	3.1	1.1	175	3.1	1.0
Student behavior policies and procedures	175	3.6	1.0	220	3.4	0.9
Financial aid services	190	3.3	1.3	250	3.1	1.2

Table 10 (Continued)

Comparison of Winter Term 1996 Farquhar Center for Undergraduate Studies Students to Winter Term 1997 Professional Management Students to Satisfaction with Quality Indicator Statements Related to Academic Programs and Student Services

	1996 Farquhar Center Students			1997 BPM Students		
Statement	**N**	**Mean**	**SD**	**N**	**Mean**	**SD**
Health services	110	3.0	1.1	154	3.1	1.0
Alumni affairs	110	3.1	1.0	166	3.1	1.0
Refund policies when withdrawing from courses	159	3.4	1.2	219	3.2	1.0
Adequacy of physical resources in classrooms	239	3.6	1.0	351	3.4	1.1
Safety and security of classroom buildings and the learning environment	267	3.9	1.0	386	3.8	1.0
Overall quality of this academic program	268	4.1	0.9	417	4.0	0.8

Rating Scale

1	Very Dissatisfied	4	Satisfied
2	Dissatisfied	5	Very Satisfied
3	Neutral, Neither Agree nor Disagree	NA	Not Applicable
		U	Unknown or Unable to Answer